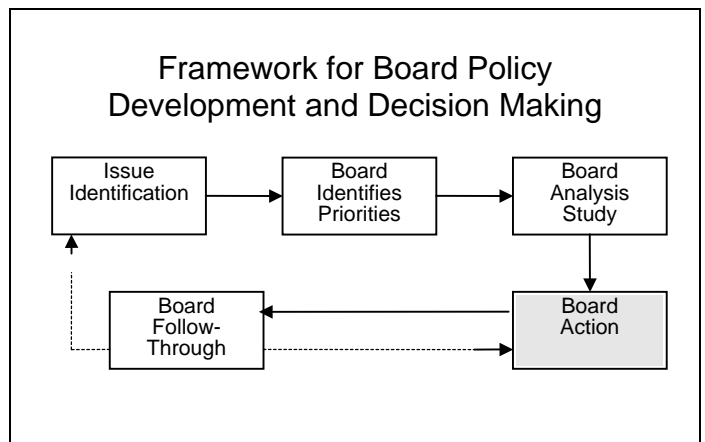


Iowa State Board of Education

Executive Summary

December 11, 2006



Agenda Item:	Administrator Practitioner Preparation Program Approval (Viterbo University)
Iowa Goal:	All K-12 students will achieve at high levels, prepared for success beyond high school.
Equity Impact Statement:	The program approval process supports the improvement of leadership practices to support educators at all levels in order to improve teaching and learning.
Presenter:	Del Hoover, Deputy Administrator, Division of PK-12 Education
Attachments:	2
Recommendation:	It is recommended that the State Board grant a conditional approval, expiring December 31, 2007, for the PK-12 principal/special education supervisor preparation program at Viterbo University.
Background:	<p>Legislation passed in 2004 requires that the Iowa State Board of Education must approve out-of-state practitioner preparation programs that operate in Iowa. Viterbo University has applied for new program approval for a PK-12 principal/special education supervisor preparation program. A panel of Iowa educators has reviewed the evidence provided by Viterbo University. The panel's review of the Viterbo program is included.</p> <p>Viterbo University had previously been granted a one-year conditional approval by the State Board in order to permit students who entered the administrator preparation program prior to 2004 legislation to complete their program. That conditional approval has expired. Viterbo University has applied for program approval based upon the rules in Chapter 79.</p>



STATE OF IOWA

THOMAS J. VILSACK, GOVERNOR
SALLY J. PEDERSON, LT. GOVERNOR

DEPARTMENT OF EDUCATION
JUDY A. JEFFREY, DIRECTOR

DATE: December 1, 2006

TO: Members of the State Board of Education

FROM: Judy Jeffrey, Executive Director

SUBJECT: Viterbo University Program Approval for PK-12 Principal/Special Education Supervisor

Viterbo University has its home campus in LaCrosse, Wisconsin. Viterbo University seeks K-12 principal/special education supervisor program approval to operate in Iowa.

Background:

In 2001, the State Board of Education issued new rules for administrator preparation program approval. These rules applied to all programs offered in the state by Iowa-based institutions. Chapter 79 Administrative Rules required all existing Iowa-based programs to submit documentation to address the six program standards. A national panel was convened to review documentation provided by existing and new in-state administrator programs. Their task was to advise the Director of the Iowa Department of Education concerning the recommendation to the State Board for program approval.

Even though existing Iowa-based administrator preparation programs may have been in operation for a number of years, many received a one-year conditional approval as they began their revised programs. Over the past five years, six in-state principal preparation programs demonstrated that they met the program standards and were given full approval for five years. A small number of programs in existence prior to 2001 elected not to apply for program approval. It should be noted that during the time period from 2002 through 2005, membership in the national review panel was relatively stable, that is the same individuals reviewed all programs and provided advice to the Director.

In 2004, legislation was passed that extended the State Board's program approval authority to also include all administrator programs offered in Iowa by practitioner preparation institutions located outside the state. When legislation was passed in 2004, the same approval process was implemented as had been utilized for in-state institutions. In August of 2005, the State Board approved a one-year conditional approval to Viterbo University to permit students who had enrolled prior to passage of the legislation to finish their programs. Viterbo University elected to allow the one-year approval to expire. The proposal submitted for State Board approval at the December 11, 2006, meeting has been revised to meet the six program standards.

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It should be noted that the review panel established in 2006 has entirely new membership. Those members who served on the initial review panel beginning in 2002 for the six existing preparation programs were not able to continue membership. Therefore, the new panel members were not fully aware of the precedent set by the initial panel. In short, the newly created panel members were not aware that programs seeking initial/new program approval may be recommended for a conditional approval.

Recommendation:

The new panel recognized that a newly established program would not yet be ready to fully meet all six program standards. As a result, the new panel has advised that I recommend to the State Board of Education a two-year program approval. However, given the precedent established with all other principal preparation programs for a one-year conditional program approval, I recommend that the State Board of Education grant a one-year conditional approval to Viterbo University for their PK-12 principal/special education supervisor program. The conditional approval will expire on December 31, 2007. Viterbo University will be required to advise all students entering their Iowa principal/special education supervisor program that the program has a one-year conditional approval. This notification to students should be in writing. If Viterbo University wishes to address the items described by the panel as "met pending conditions listed below" at any time during the one-year period, the panel will review the responses and advise me regarding full program approval. Full program approval will require action by the State Board of Education.

**PK-12 Principal/Special Education Supervisor Program Approval
Viterbo University
December 2006
Chapter 79 of the Iowa Administrative Code**

I. Conceptual Framework - (79.16(2), 79.17(2)f).

Description

A Conceptual Framework incorporates a shared view of how to best prepare graduates of the program to deliver services to children, schools, families, and communities in a manner that promotes an educationally and psychologically healthy environment in a pluralistic society. The framework embodies the essential elements of the programs, courses, teaching, student and faculty scholarship, and student performance.

The conceptual framework establishes the unit's shared vision/purpose for the unit's efforts in preparing administrative leaders for Iowa's PK-12 schools. This vision undergirds the administrator preparation programs offered by the institution, providing direction for programs, learning experiences, teaching, scholarship, service, candidate performance, candidate assessment, and unit assessment. The conceptual framework reflects the unit's intellectual philosophy and distinguishes graduates of one institution from those of another.

Strengths

Chapter 1 provides a thorough and clear review of the literature and the conditions and challenges of education in Iowa and across the nation.

The panel desires to commend the Viterbo team for their design of a program centered around an emerging conceptual framework of "Powerful Leaders of Learning." The connection between the Viterbo program and the Iowa Standards for School Leaders is carefully and thoughtfully done. Each of the identified standards are key foundational pieces on which to build twenty-first century leaders who will help direct Iowa's educational institutions and map out our educational direction over the next half century. This needs to drive the conceptual framework.

Concerns/Recommendations

The panel continues to question how Viterbo University determines if the courses provided enable candidates to achieve a level of mastery of the Iowa Standards for School Leaders. We challenge the university to dig deeply into the curriculum to ensure candidates are achieving mastery of the standards. Additionally, the University should demonstrate the alignment of the conceptual framework across all components of the program as described above and document and build on how the framework prepares "Powerful Leaders of Learning."

Final Decision

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Work to be Developed Prior to Next Application

The panel recommends that the University continue to focus, develop and integrate a conceptual framework. The conceptual framework should transcend the entire principal preparation program and be visible throughout all elements of the program and in all major publications. The University should clearly demonstrate how the conceptual framework is institutionalized across all campuses, and where differences exist, address the unique needs and requirements of the Iowa campus.

The University should be able to demonstrate how courses contribute to mastery of the Iowa Standards for School Leaders. This work, along with the full development of the conceptual framework should be complete prior to the next application phase.

II. Curriculum & Instruction - 281—79.16(256) Administrator preparation clinical practice standards

Description

Curriculum is a plan that outlines what students shall be taught and refers to all the courses offered in a particular area of study. Instruction refers to the instructional strategies and methods used to deliver the curriculum.

Strengths

The matrices in both the initial application and the “response document” regarding courses demonstrate alignment of curricula and the Iowa Leadership Standards for School Leaders and the Iowa Code Requirements. The student’s performance on the list of mandatory clinical activities integrated into coursework will permit qualitative discrimination of student work in learning the complexities of the principal’s job.

Review comments from the Board of Educational Examiners (BOEE) regarding the curriculum exhibits submitted by Viterbo University indicate that the content is timely and practical as well as based on a strong foundation of theory. Additionally, the BOEE notes references in the exhibits regarding Comprehensive School Improvement Plans (CSIP), the Iowa Content Network, and the Iowa Professional Development Model indicating effort on the part of a Wisconsin based program to be informed and align to Iowa’s school improvement initiative.

The BOEE has determined that the Viterbo principal preparation program meets Iowa licensure requirements and approved the curriculum exhibits on November 17, 2006.

Concerns/Recommendations

The panel continues to have many questions. How will the agency ensure that students are assigned a “master” principal? What are the qualifications for a “master” principal? Anyone with an administrative license? What will define an administrator as a “master”? Page 20 addresses Identification of Mentors. The University is encouraged to increase the rigor of the mentor requirements so that the student is paired with a “master” principal.

In setting up the clinical, how will the University address diversity in terms of setting and recruitment of faculty and students per the requirement of Chapter 79? Special education experiences should be an integrated part of the clinical experience.

BOEE curriculum exhibit review notes indicate only a “passing reference” to the Board of Educational Examiners in the School Law Class or in any other courses. Viterbo University may wish to address this observation given the importance that principal candidates must be aware of the Code of Ethics content in Chapters 25 and 26 and in regard to filing complaints (Chapter 11).

Final Decision

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Work to be Developed Prior to Next Application

Individuals completing principal preparation programs in Iowa receive PK-12 principal/special education supervisor licensure. Panel discussion focused on the lack of visibility of special education supervisor preparation. The University should consider embedding special education content into the clinicals and practicum experiences. As a result, it is essential that the clinical/practicum experiences be real rather than contrived. As an example, a student might be assigned participation in a staff development experience. Rather than engaging as a passive participant, the student would be given responsibilities for assisting with delivery of content, facilitating discussions, developing handouts, and other relevant responsibilities. When designing student practicum and clinical experiences, the focus must center on an authentic, real experience rather than projects that carry little application.

The panel strongly urges the University to establish a higher standard for selection of “master mentor principal”. This includes establishing criteria that indicate a high standard for the “master” mentor principal rather than defining minimums, e.g. **should** have three years experience, etc.

The University should continue to pursue program experiences that ensure principal candidates are prepared to work with the diversities that staff, students, families, community members and groups bring to the school learning community. As technology and media shrink the global community and bring issues of religion, culture, and other social and economic differences into the schools, the principal's ethical obligation to provide an environment that values more than the traditional categories of diversity (p. 7 appendix F Syllabus: Meeting the Needs of Diverse Learners) is essential to Viterbo's developing the Powerful Leader of Learning. The panel expects that Viterbo will continue to develop a 21st Century approach to diversity in leading and learning.

Review of curriculum exhibits indicate a need to include course content related to Board of Educational Examiners Professional Educators' Code of Ethics. The University is encouraged to identify where it might embed this information within the program courses and/or student experiences.

III. Faculty Resources Performance and Development - 281—79.11(256); Diversity, 281—79.12(256); Practitioner preparation faculty performance and development, 281—79.15(256); Administrator preparation faculty performance and development

Description

Program faculty constitutes one of the key components of the program. Qualified faculty is essential to the development and delivery of a high quality program. The applicant must demonstrate that the unit has adequate numbers of qualified faculty in relationship to the number of proposed students and demonstrate that the faculty's size and fields of expertise are aligned to the curriculum/learning experiences. This section should also describe how the unit will ensure that faculty keeps up-to-date in their field and the policies and procedures necessary to promote and support teaching, scholarship, and service.

Strengths

The panel appreciated the detailed explanation of policies and procedures related to rank and tenure. Further, university personnel have assured the panel that the policies related to faculty are the same at both locations—the home campus in La Crosse and the Iowa campus.

The university has made a concerted effort to provide a three-year Balanced Leadership professional development program for the Iowa campus faculty.

Some faculty members have relevant administrative experience.

The home campus administration assured the panel that additional faculty and resources will be provided as student enrollment grows.

Concerns/Recommendations

While some faculty have relevant administrative experience, it is the case that about half of the faculty have not had any school administrative experience and in other cases the experiences are not current.

The Iowa campus employs four full-time faculty members who serve primarily as program administrators. Given that a significant portion of the program will be delivered by adjuncts, there is a concern that a consistent and coherent program (i.e. mission, vision, standards, curriculum) may not be offered.

While the institution has addressed professional development for the faculty as a whole, the level of individual professional development for specialty areas (e.g. special education, law, budget) is not apparent.

The panel was unable to determine the amount of time each faculty member will devote to administrative, teaching, and supervisory activities as they specifically relate to the Educational Administration program. For example, does the program director serve as the director for all Iowa programs? If so, what percentage of that time will be devoted to the leadership program?

No information was provided on the current rank and tenure status of Iowa faculty members. This information is important in determining the quality and stability of the program.

Final Decision

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Work to be Developed Prior to Next Application

Viterbo University should provide a chart that lists every Iowa faculty member; note the employment status (full-time or part-time); list graduate degree; provide a summary of related school administrative experience; the courses that the individual will teach in the educational administration program per year; the administrative responsibilities and percentage of time devoted to administrative work for the educational administration program only (do not include supervision of other Iowa programs), the faculty rank of each faculty member, and the tenure status. It is important that the information provided should relate to the educational administration program only. This work should be complete and ready for panel review prior to the next application approval.

IV. Candidate Performance and Exit Assessment - 281—79.17(256) Administrator preparation candidate performance standards

Description

In general, the application must demonstrate that candidates' are assessed at multiple points throughout the program and feedback is provided in an ongoing manner. Plans for ongoing, performance-based assessment of students, including periodic checkpoints, exit assessments, and follow up surveys must be described. A coherent, sequential assessment system, developed by the unit and unit stakeholders, will provide the foundation for candidate and program evaluation.

During the initial approval process, programs are expected to have a plan for a detailed assessment system. During future, ongoing accreditation reviews, institutions will be expected to provide data generated from the assessment system and show how program improvements have been made based on the data.

Strengths

The capstone project is a positive aspect of the Viterbo program. The capstone provides candidates with an opportunity to connect knowledge gained from all coursework, i.e., research, with practical experience. Its holistic approach serves as rich culminating learning experience for administrator candidates.

The Viterbo program includes a culminating oral presentation. Administrator candidates meet with a panel composed of mentors, faculty members, internship supervisors, and advisors. The experience provides an opportunity to demonstrate application of knowledge, skills, and dispositions that assure entry-level success.

Another innovative feature of the Viterbo program is an on-line diagnostic self-assessment that is based on the 21st Century self-assessment from National Association of Secondary School Principals (NASSP). The on-line format, that replaces the original pencil-paper assessment, provides an analysis of participant responses and immediate participant feedback.

The advisor will play a significant role in the candidate's progress through monitoring of coursework grades, assessments, and evaluations from faculty, internship supervisors, and mentors. Self-assessments will be required so candidates may assess their strengths and weaknesses, identify clinical experiences for developing leadership skills, and demonstrate reflective leadership.

The program evaluation system is focused on increasing student achievement that rely on both formative and summative data with multiple data sources and data points.

Concerns/Recommendations

In regard to the collection of graduate data, the University is encouraged to pursue a more anonymous system that provides information regarding the quality of the program in regard to course work and internships.

Three of four assessment rubrics use a four-point matrix. This is important in the understanding and communication of the assessment. When comparing performance across these assessments, both the candidate and the faculty must know the quality of the candidate regardless of the title or lack of title at the top of the column on the assessment matrix.

Final Decision

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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V. Governance and Resources - 281-79.10(256)79.10(1)(2) Unit governance and resources standards

Description

In general, the application must demonstrate that the unit has oversight for all program facets and that the unit worked with members of the professional community, its advisory committee, and units from across the campus in the design, development, and implementation of the program. The application must demonstrate that the necessary facilities, equipment, and resources, both human and financial, are available to ensure fulfillment of the institution and unit's mission and to support the proposed program.

Strengths

A six-year lease signed in 2006 evidences Viterbo University's strong commitment to the program. This supports the working professional who may need more than two years to complete the program. By locking into a physical site, candidates gain a sense of identity and institutions seeking qualified principal candidates have a central location on which to rely for data and to seek program content.

Viterbo University has reported the Iowa Center is governed by the same policies and procedures as the main campus. This commitment to continuity insures a greater consistency in programming between the two sites.

A personal letter from the University President that reinforces the University's commitment to providing the needed resources for the Iowa campus commensurate with a quality program has been submitted to the panel. For candidates this personal and institutional commitment breeds confidence in the program and reassures this panel as to the commitment Viterbo is making to the Iowa Center.

Concerns/Recommendations

The application does not include a discussion regarding the quality control of faculty recruitment. Are faculty hired based on availability or because they have skill sets and philosophies regarding education that will advance the conceptual framework, mission, and vision of the University in a coherent manner? Of note is the variance in course syllabi, as one example. The University might consider the development of further written articulation of these ideas.

Final Decision

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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VI. Candidate Recruitment, Selection, and Retention

Description

The application must provide an overview of how candidates will be assessed for admission, selection, and ongoing performance throughout the program. This overview should reflect the conceptual framework and purposes of the program.

Strengths

Viterbo's recognition of the importance of written communication for a school leader is demonstrated through the requirement that if a potential student is deficient, he/she may be admitted conditionally. That student's writing performance is then assessed by the grade from the first two courses taken in the program and through written work in those two courses. The student's advisor monitors the student's performance in these courses, as well. If the student fulfills the grading requirement, meets course work standards, and receives favorable monitoring through advisor-instructor communication, Viterbo will grant full admission to the program.

Viterbo University is currently developing higher standards for acceptance into the program with an emphasis on seeking students who will actually enter administrative positions. The panel acknowledges the rubrics that have been developed outlining entry requirements that include applicant writing rubric, applicant interview assessment rubric, internship scoring rubric, productivity rubric, etc. The criteria have been established that standardize the scoring. Since this is an application for a new program, acceptance rate data have not been gathered.

The University has set specific criteria and processes for application and acceptance into the Education Leadership Program. Three types of admission have been established for applicants: full admission, conditional admission, and denied. Data will be collected to determine rate of acceptance and will be supplied in annual report.

Viterbo University has informed the panel regarding the academic avenues for aspiring principals:

- Master's Degree Track (for those who do not possess a master's degree);
- Master's Degree Track (for those who possess a master's degree and desire an additional advanced degree)
- Licensure only (for those who possess a master's degree);

Concerns/Recommendations

Although Viterbo University has collected a limited amount of graduate data, they acknowledge this as an area that must be developed. Data should also be collected to determine with certainty that other Iowa administration preparation programs accept credits earned through Viterbo University. Viterbo University claims that it is regionally accredited by the North Central Association (NCA) and nationally accredited by National Council for Accreditation of Teacher Education (NCATE). The panel encourages the University to fully develop a system of graduate data collection prior to the next application approval.

Final Decision

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Work to be Developed Prior to Next Application

In the time prior to the next application period, the University should develop a data collection system to collect acceptance rate data, level of acceptance rate, and graduate data prior to the next application approval. These data should assist with making informed program decisions that lead to a higher quality program.

Final Recommendation:

It is the recommendation of the panel that the Viterbo University – The Iowa Campus as located in West Des Moines, Iowa, principal program be approved for a period of two years. The panel recommends that if any future additional campus locations outside the greater Des Moines area are proposed, a review of standards, especially those addressing faculty qualifications and governance/resources, should be included.

November 28, 2006